

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.  <div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2018 FEB - 6 AM 9:16              DOCUMENT CONTROL CENTER           </div>
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
New Frontiers Public Schools	015805		
Vendor ID #	ESC Region #		
	XX		
Mailing address	City	State	ZIP Code
138 Fair Ave.	San Antonio	TX	78223

### Primary Contact

First name	M.I.	Last name	Title
Ismael		Cantu	Executive Director for C&I
Telephone #	Email address		FAX #
(210) 519-3900	icantu@newfrontierspublicschools.org		(210) 532-2790

### Secondary Contact

First name	M.I.	Last name	Title
Mike		Oropeza	Chief Financial Officer
Telephone #	Email address		FAX #
(210) 519-3900	Moropeza@newfrontierspublicschools.org		(210) 532-2790

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Alfredo		Segura Jr.	Superintendent
Telephone #	Email address		FAX #
210) 519-3900	asegura@newfrontierspublicschools.org		(210) 532-2790
Signature (blue ink preferred)	Date signed		

*Only the legally responsible party may sign this application.*

2/5/2018

**Schedule #1—General Information**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<u>Indirect cost</u> (    %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Frank L. Madla Accelerated Collegiate Academy (This school is a K-8 campus and our goal is to provide a seamless integration of technology into college readiness pathway).

Frank L Madla Early College High School ( A school of destination to prepare our students for college)

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Through the 2018-2019 Technology Lending Grant, New Frontiers Public Schools will successfully implement a Technology Lending Program designed to ensure that all students enrolled at NFPS who have limited access to off campus technology opportunities, are given equitable educational opportunities to succeed through provision of access to technology in the home. According to the 2017 Texas Academic Performance Report (TAPR), out of 742 students in 2017, 84.5% (627 students) came from Economically Disadvantaged homes. During the current 2018 school year, the Economically Disadvantaged in the Kindergarten - 8<sup>th</sup> grade campus (Madla ACA) reflect 87% of the student body. The Madla Early College High School reflects a 74.3% Economically Disadvantaged student group.

**QUALITY OF PROGRAM PLAN**

1. As described above, according to the 2016-2017 TAPR Report, the percentage of Economically Disadvantaged students at New Frontiers Public Schools is 84.5% compared to the State of Texas' overall average of 59%. The school district does not currently have a Technology Lending library to support the technology needs of our predominant Economically Disadvantaged students. Through the funding of this grant, NFPS proposes to purchase 200 Chrome Books, 150 Wireless Hot Spot devices and 5 Chrome Book charging stations. This will allow our students the equipment necessary to access and use digital instructional materials in their homes to enhance, reinforce and accelerate their learning to ensure college readiness. Through the provision, personalized learning will occur as a result of these students having access to appropriate digital supported tools, resources and services.

2. The New Frontiers Public Schools (NFPS) 2018-2019 Technology Lending Grant Program's goals are: (Goal 1) By the end of the 2018-2019 school year, AT SCHOOL DISTRICT EXPENSE, 100% of the foundation teaching and academic support staff will be trained in the effectively use of Digital Technology in the classroom and home. (Goal 2) To ensure that ALL students, inclusive of the 85.5% Economically Disadvantaged populations, are given equitable access to educational opportunities via the provision of robust, digital connectivity that will promote educational excellence; Goal 3) By the end of the 2018-2019 school year, 200 Chrome Books, 200 Wireless Hot Spot devices and 5 Chrome Book charging stations. will be purchased; (Goal 4) To ensure that 2018-2019 classroom instructional strategies in all foundation areas include usage of instructional devices in the home to enhance learning and ensure equitable access to public school education, with preference given to support those homes where this type of technology is missing;

3. Program objectives, strategies, activities and desired results are as follows: (OBJECTIVE 1) 100% of the NFPS staff and impacted parents will be trained on usage of Digital instruction in the classroom and home; Strategies to achieve this objective will include contracting with Region XX, at District expense, to ensure that the knowledge of teachers in the usage of digital technology in the classroom and home increases. Planned Activities to fulfill parent orientation on technology lending practices. By August 31, 2018, 100% of the teachers will be trained in usage of technology to enhance classroom learning in the home. (B) By August 31, 2018 a training calendar will be developed and shared with families; (C) By September 30, 2018, 100% of the foundation area participating teachers and impacted parents will have been trained on usage of technology in the classroom and home;

By June 30, 2018, NFPS will have purchased 200 Chrome Books, 200 Wireless Hotspot devices and 5 Chrome Book charging Stations. (OBJECTIVE 2) 100% of New Frontiers Public Schools (NFPS) students will be given equitable access to educational opportunities via the provision of robust, digital connectivity that will promote educational excellence; (OBJECTIVE 3) 200 Chrome Books, 200 Wireless Hot Spot devices and 5 Chrome Book charging stations. will be purchased; (OBJECTIVE 4) Classroom instructional strategies in all foundation areas will include usage of

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

instructional devices in the home to enhance and expand classroom learning and ensure equitable access to public school education, in those homes where this type of technology is missing;

4. **Desired Program Results:** By the end of the Grant Period, 100% of the enrolled students at both Frank L. Madla Accelerated Collegiate Academy and the Frank Madla Early College High School that have been identified as having limited access to technology for off campus use at home will be provided digital connectivity opportunities. As a result of the grant equitable access to educational opportunities will be afforded through the provision of digital tools, resources and services for personalized learning.

5. **Program Design Reflects Up to Date Scientifically Based Research and Effective Practice:** Review of the literature related to usage of Digital Learning and technology in education, Lezotte and Mckee in ASSEMBLY REQUIRED: A CONTINUOUS SCHOOL IMPROVEMENT SYSTEM dedicate a chapter on usage of technology as a learning tool. Of all the findings, they conclude that technology can "facilitate student achievement by allowing continuous monitoring and just in time intervention for struggling students." In their research, they cite that technology may also be "an unwieldy beast, consuming inordinate amounts of time and generating significant amount of frustration, particularly if it is instituted without clear goals, careful planning, and adequate staff training." Howard Rheingold author of THE VIRTUAL COMMUNITY: HOMESTEADING ON THE ELECTRONIC FRONTIER states that Technology should not be an end in and of itself. To use technology to its potential, we have to move beyond making our students "computer literate" and integrate its use into the very fabric of continuous school improvement." Tony Wagner in his book MOST LIKELY TO SUCCEED – PREPARING OUR KIDS FOR THE INNOVATION ERA cites a series of schools such as High Tech High school in San Diego where students master core competencies where teachers team teach interdisciplinary courses and students through engagement in digitally based projects are able to defend their work orally and defend their orally through digital portfolios. Schools where students do not have the digital devices to perform tasks where they can design their own solutions to complex problems are at a disadvantage.

P21's **Framework for 21st Century Learning** was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. Some of the findings include: **Information, Media and Technology Skills:** Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology. **Learning and Innovation Skills:** Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Matthew Lynch in his study entitled 25 ways that Educational Technology Benefits Teachers and Students cites findings such as Increased student engagement, more student teacher collaboration, and improving of student digital literacy which will be a fundamental skill for students in the 21st century. A finding in this study was that knowing how to use technology and the internet will be required in almost every job that students might have in the future.

The last research cited was Meghan Bogardus Cortez study entitled 3 Ways to Continue Learning at Home with Technology. In this study the author findings were: In a 2016 Deloitte survey of K–12 public and private school educators, parents of school-age children, and K–12 students themselves, the majority of "these three groups indicated they wanted more at-home learning with digital tools to supplement school work. However, the survey found that only 33 percent of educators are regularly making this happen. The survey also found that teachers are often not providing these opportunities because they perceive boundaries that might not actually exist, in terms of parental assistance. A large majority (88 percent) of parents surveyed are very or somewhat interested in having more at-home digital content to supplement school work. Blended learning programs — where students participate in a combination of online learning from home and in-classroom experiences — have the potential to make learning an anywhere, anytime experience.

**Using a blended learning program...** teachers assign more in-depth projects that exceed the normal classroom time." The studies cited in this research conclusively address the importance of school related Teacher, Student, and Parent/Guardian partnerships utilizing technology to enhance the academic day and school foundation courses' time on task, which has proven to be a scientifically researched factor that impacts the academic well-being of students.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015805	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$50,000	\$	\$50,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$50,000	\$	<b>\$50,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 015805		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 015805		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$50,000
<b>Grand total:</b>		<b>\$50,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 015805		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 015805			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically Disadvantaged	627	84.5%	The academic gap of Economically Disadvantaged students served by NFPS is wide and many efforts are underway at this school to not only close the gap but pave a collegiate pathway to these children.
Limited English proficient (LEP)	78	10.5%	
Disciplinary placements	0	0%	
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	0.0%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	40	47	64	59	54	66	71	75	66	83	58	59	0	742

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the 2015-2018 New Frontiers Charter School Technology Plan submission to TEA, a comprehensive needs assessment was conducted to determine the current status and future needs of the district's technology. A comprehensive inventory of existing telecommunications, computer, and networking facilities was undertaken. The findings of this Needs Assessment indicated that every computer at New Frontiers Charter School (now named New Frontiers Public Schools) (NFPS) is currently connected to an internal campus network, as well as the Local area Network. The major finding of this needs assessment that has direct implications to this grant were: 1. Professional development will be provided for faculty and staff in all levels of technology usage. Implications: If awarded the grant, a professional development component that will include teachers, parents, and students must be developed so that stakeholders will understand how the Technology Lending Grant will impact the home. 2. Aging equipment must continuously be re-distributed. Implications: **Presently there is no equipment on hand for a technology lending initiative.** 3. Increase access to computers to support differentiated instruction was evident. Implications: Although this was an identified school need, the Technology Lending Grant will afford Economically disadvantaged students opportunities to expand school learning to the home through the Technology Lending Grant. NFPS has partnered with IXL, a software company that connects their curriculum to the TEKS and is a great resource for enhancing student academic productivity in all foundation areas. 4. A need was found to develop a program that will incorporate iPads into instruction via differentiated instruction. In lieu of iPads, NFPS is proposing a Technology Lending library where chrome Books are checked out by students to allow students to continue their education in the home via differentiated approaches such as usage of IXL, Google Classroom etc.

Therefore, through this Needs Assessment the overarching goal found in the Technology Plan was that "...students, staff, and parents will have available the necessary technological equipment to successfully integrate technology in all areas of the district thus enhancing the overall education experience". The objective found in the 2015-2018 Technology Plan states that "100% of NFPS students, staff, and parents will have access to technological equipment to successfully integrate technology in all areas of curriculum with 100% up time on all equipment." Awarding of this grant will fulfill the objective of connecting the home to the school.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need at NFPS to provide academic equitable access opportunities for students who have limited off-campus (home) access to technology.	(Goal 2) To ensure that ALL students, inclusive of the 85.5% Economically Disadvantaged populations, are given equitable access to educational opportunities via the provision of robust, digital connectivity that will promote educational excellence;
2.	There is a need to involve parents of Economically Disadvantaged NFPS students in the education of their children.	(Goal 4) To ensure that 2018-2019 classroom instructional strategies in all foundation areas include usage of instructional devices in the home to enhance learning and ensure equitable access to public school education, with preference given to support those homes where this type of technology is missing;
3.	There is a need to improve the 66% Reading STAAR academic performance of NFPS 2016-2017 students.	(Goal 1) By the end of the 2018-2019 school year, AT SCHOOL DISTRICT EXPENSE, 100% of the foundation teaching and academic support staff will be trained in the effectively use of Digital Technology in the classroom and home. (Goal 2) To ensure that ALL students, inclusive of the 85.5% Economically Disadvantaged populations, are given equitable access to educational opportunities via the provision of robust, digital connectivity that will promote educational excellence; (Goal 3) By the end of the 2018-2019 school year, 200 Chrome Books, 200 Wireless Hot Spot devices and 5 Chrome Book charging stations. will be purchased;
4.	There is a need to improve the 40% Writing STAAR academic performance of NFPS 2016-2017 students.	(Goal 1) By the end of the 2018-2019 school year, AT SCHOOL DISTRICT EXPENSE, 100% of the foundation teaching and academic support staff will be trained in the effectively use of Digital Technology in the classroom and home. (Goal 2) To ensure that ALL students, inclusive of the 85.5% Economically Disadvantaged populations, are given equitable access to educational opportunities via the provision of robust, digital connectivity that will promote educational excellence; (Goal 3) By the end of the 2018-2019 school year, 200 Chrome Books, 200 Wireless Hot Spot devices and 5 Chrome Book charging stations. will be purchased;

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #14—Management Plan**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Alfredo Segura Jr. Superintendent	Mr. Segura has been Chief executive Officer of New frontiers Public schools for 10 years. Before his tenure at NFPS, Mr. Segura was associated with a Charter School operation based in Florida. His main responsibilities were to render support to charter school campuses in various states. Mr. Segura has a vast background as a Teacher, Education Compliance Officer, Operations Director, Behavioral Intervention Specialist, Facilities Director, oversight of 12 charter schools in Florida and 6 in Texas, Texas Charter Schools Association Board member, Region XX ESC Board member, Region XX ESC Cooperative of Insurance Board member, Board member of the Association of Charter Schools.
2.	Ismael Cantu, Ph.D	Dr. Cantu has been with NFPS since June 2016 and hold the position of Executive Director for Curriculum and Instruction. Past education related experiences include having been a school superintendent and Interim superintendent in both regular public schools and charter Schools. He also worked with the Texas Education Agency in the Division of School Accountability. He has been a university professor, worked with Region One Education Service Center, was a school Principal, teacher etc. He has a teaching certification, Principal certification, and Administrator all levels (i.e. Superintendent) certification.
3.	Ruben Pesina	Mr. Pesina has been a Principal at NFPS Frank Madla Academic Accelerated Academy for four years, an administrator with San Antonio ISD for 6 years, was a Special Education classroom teacher, and was an administrator with the IDEA Charter School system for one year. Mr. Pesina has both teaching and Principal certification.
4.	Jeff Flores	Mr. Flores is presently the Principal of the NFPS Madla Early College High School. Prior to this, he worked as administrator with the NFPS Charter School system, Other experiences have included being the Superintendent of Henry Ford Academy Charter School, education specialist with Region XX ESC, and National Council of La Raza.
5.	Maria Palacios	Mrs. Palacios has been employed by NFPS for 4 years. She began her career as a classroom teacher in another charter school where she taught for 4 years. Her tenure at NFPSD began as a teacher for 2 years and has been the NFPS Curriculum Specialist for 3 years. She will be very directly involved in the daily operations of the Technology Lending Grant ensuring that specialized personnel such as the Technology Specialist, teachers, parents, students etc. are all appropriately trained.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	100% of the NFPS staff and impacted parents and students will be trained on usage of Digital instruction in the classroom and home;	1. Contract with Region XX ESC for Technology training support.	05/01/2108	06//2018
		2. Campus Technology Teacher cohort will be identified.	05/15/2018	05/30/2018
		3. Cohort will be trained by Region 20 Education Service Center	07/01/2018	07/30/2018
		4. Teachers will be trained by ESC 20 Technology staff	08/01/2018	08/15/2018
		5. Campus Technology Cohort will train campus stakeholders i.e. teachers, students, parents regarding technology usage in the home.	08/15/2018	08/30/2018

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

New Frontiers Public Schools (NFPS) is a data driven decision making charter school academic institution. Because 100% of the school district's Board of Education has completed the Texas Education Agency's Lone Star Governance training, the expectation is that at a minimum, 65% of Board meeting agenda items be related to academics. This reporting includes data such as academic and Board progress measures, reporting of all academic data directly impacting instruction, etc. For reporting purposes, this initiative is Superintendent driven, and therefore accountability program monitoring processes and procedures are now in place and stakeholders held accountable for ensuring that not only are goals administratively monitored for implementation but are also reported to the Board. Once a data goal driven program is approved by the appropriate agency such as TEA, a Notice of Grant Award (NOGA) is received by the school district, an administrative meeting that includes district and campus personnel is called by the Superintendent. Program Intent Codes (PIC's), implementation of program goals inclusive of milestones that have to take place are set in motion. For this program, the Milestones and Timelines discussed in Part 2 will be the basis for the accountability calendars in place. Calling of administrative meetings to ensure that the goals of the program are in place will be at the district level. Campus level program implementation accountability will be associated with the proper implementation of those goals. Success or failure of goal attainment will be data driven and as a result of implemented administrative quarterly reporting measures as approved at the district level. The reporting of data and changes to strategies will be conveyed at Board meetings, parent nights and professional learning community (PLCs) meetings.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although NFPS does not currently have a Technology Lending Program whereby students' in-school education is enhanced in the home through assigned digital devices, the school district in 2017-2018 began working closely with Region XX Education Service Center (ESC) in the introduction of digital technology in the classroom. This is a three year commitment whereby NFPS will undertake involvement of local capital to bring the 21<sup>st</sup> century Digital Technology instruction into the classroom. This initiative is presently being coordinated at the District level, and although relatively new with only a small cohort trained, the impact is now beginning to be reflected in selected academic settings. NFPS is also investing in human capital by maximizing local budgeted monies for not only professional development of staff in Digital learning but beginning to turn the district into a STEAM Academy, a concept similar to STEM which emphasizes Science, Technology, Engineering and Mathematics, (STEM) but our design will include the Arts as well. These initiatives are examples of on-going efforts to bring technology into the learning environment and to now elevate it to the home environment will have an equitable impact on our children. Coordination of efforts to maximize the Technology Grant Program will include the district paying from local funds all training related to Digital Learning. Efforts to ensure commitment of project staff to success of project will include: Called administrative meetings to ensure that all stakeholders understand the goals and objectives of the project. Employees will as well sign commitment forms aligned to the level of commitment and expectations of the project.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Sign in Sheets related to the Training of Staff and Parents	1.	100% of Technology Lending Grant staff will be trained
		2.	100% of Technology Lending Grant parents will be trained
		3.	100% of Technology Lending Grant cohort members will be trained
2.	Lesson Plan Review Forms, Sign in Sheets, and Chromebook usage forms will be kept to ensure Equitable Access to Technology	1.	100% of teacher lesson plans will include home technology use
		2.	100% of parents will be trained on check out process
		3.	Track home usage of Chromebooks with 100% of students usage goal
3.	Technology Lending Hardware Inventory Checkout Control Forms	1.	100% of Technology Lending hardware will be inventoried to school records
		2.	Monthly inventory of program inventory taken
		3.	Survey administered at end of year to measure effectiveness of the Inventory Control method
4.	Impact on Student Achievement	1.	Benchmark and Unit Assessments scores will be analyzed quarterly for program impact decisionmaking
		2.	STAAR Math and Reading scores analyzed for program impact
		3.	Teacher, student and parent program surveys impact on student achievement
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Evaluation forms, surveys, sign in sheets etc. will be developed at the district office and timely provided to stakeholders. Accountability for evaluation for each of the four goals will be the responsibility of the District's Program Director, campus Principal, and Program Coordinators. In the training component of the grant, emails, phone calls records of contracting for services, Training calendars will be developed and will be maintained at the District level. Stakeholder Lists, inclusive of student, and parent names will be developed and utilized as per the yearlong evaluation data gathering calendar. Data collected through usage of these forms, surveys etc. will include: 1. Accounting for all hardware and software utilized in program implantation activates; 2. Weekly, monthly, quarterly and summative end of year evaluation reports will be completed; 3. Reports identifying challenges and successes of training activities and program implementation goals and strategies for teachers, students, and parents will be kept. Student achievement data as measured by STAAR related Unit Assessments, STAAR Benchmarks, and formal STAAR/End of Course assessments will be analyzed and reported to school Board on a monthly basis. In the event that grant program evaluation timelines identify program unanticipated challenges or failures, data driven decisions impacting the program design will be immediately implemented.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NFPS district currently has 120 Chromebook in rotation to be shared during the school day between Grades 3-12 (approximately 570 students). There are also 44 I-pads available for students in Grades K-2 (approximately 150 students) and two computer labs that house 49 desktop computers for all students Grade K-8. Students in Gr 8 have access to 76 graphing calculators to be used in the classroom and can be taken home overnight but must be returned each day for use during the school day. As part of the district STEAM initiative the K-8 campus purchased 10 robotic kits to be used by the Robotics Club Gr 3-8. In 2018-19 Title I, Part A, Title III Bilingual and state funds such as State Compensatory will be utilized to support the grant.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NFPS district mission is to provide a collegial and/or career pathway for our students within our community. The college and career workforce has moved into a digital era that requires students to have innate skills in technology. Through the lending program students have an increased opportunity to engage with technology instead of limiting their access and means to a school day. The following school priorities would be directly impacted by the technology lending program: (1) By the school year 18/19 the percentage of all students in STAAR Reading under category "approaches" in grades 3-8 will increase from 40% to 63%; (2) By the school year 18/19 the percentage of all students in STAAR Math under category "approaches" in grades 3-8 will increase from 55% to 65%; (3) By the school year 18/19 the percentage of all students in STAAR Social Studies under category "approaches" in 8<sup>th</sup> grade will increase from 48% to 62%; (4) By the school year 18/19 the percentage of all students in STAAR Science under category "approaches" in 5<sup>th</sup> & 8<sup>th</sup> grade will increase from 48% to 62%. Through the technology lending program teachers would have the opportunity to allow students to complete project and problem based learning projects that require research outside of school hours. Students would have the opportunity to use the digital resource program TexQuest that provides "anytime, anywhere access to high quality, authoritative digital resources" to continue research assignments. The program would allow our students free access to tutor.com a real-time homework help site provided by the San Antonio Public Library (SAPL). Through the SAPL and Bibliotech students and teachers will have access to an online catalog of e-books and audiobooks increasing their opportunities to read outside of school. NFPS district has partnered with ESC XX to mold our students into 21<sup>st</sup> century learners in alignment with the STEAM initiative.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through this program we will be providing our students with individual hotspots for students to have access at their residences. The hotspots will allow students access to the internet regardless of their location and allow them portable access especially during long commutes to and from school. The hotspots will be purchased through the E-Rate program in partnership with T-mobile at a discounted rate allowing unlimited access to the internet. Hotspots are compact and easily portable for students and is not limited to a single location.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NFPS district adopted curriculum is the TEKS Resource System which is a comprehensive, customizable, online curriculum and assessment management system. TRS provides formative and summative assessments that ensures adjustments can be made to planning and instruction based on the data. Via the online platform NFPS families and students can view each courses scope and sequence allowing them to take a proactive role in their learning. Through instructional tools such as Google Classroom teachers can post assignments and assessments from district provided resources such as IXL (all subjects intelligent tutoring system), and Mentoring Minds (Math, Reading, Science) for students to extend their learning opportunities. Google Classroom provides access to the google suite of resources (e-mail, docs, slides, etc.) allowing students the capability of communicating with classmates and teachers outside of school hours. Providing access at home to digital platforms such as Google Classroom would allow students to continue collaborative projects past school hours regardless of their location. The lending program would allow students to be advocates of their learning by providing them access to the online portal (Websmart JR3) that houses their grades. Students could showcase and share assignments that are housed via online platforms with families encouraging parental engagement.

Empowering students to control their own learning environment has shown to impact their classroom engagement and dramatically decreased negative classroom behaviors.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to prepare students for upcoming state exams and to prepare students for college NFPS district recently purchased IXL for grades K-12. This program allows teachers to assign specific skills and TEKS to support instruction in the classroom. IXL is an intelligent tutoring system that recognizes students' areas for growth and recommends tasks to improve their performance. Students have assigned computer days in each course to access digital instructional materials. Teachers will provide a direct instruction to students and then release them to work independently or collaboratively on the assignment posted to their Google classroom. While students engage with the materials posted the teachers are then facilitators and guides to their learning. Students have the option to complete exams online through Eduphoria. Eduphoria is an enhanced system for generating exams and storing of student assessment data. Student's login with their unique login, complete the exam and results are instantly available for teachers to make adjustments to instruction. Each classroom is equipped with a smartboard that allows teachers to project and interact with online resources. Math teachers have access to online manipulatives from number lines to calculators to enhance their instruction. 4<sup>th</sup> and 7<sup>th</sup> grade ELAR teachers have document cameras connected to their smartboard which allows them the opportunity to model writing practices to prepare the students for upcoming writing exams.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Frank Madla ACA and Frank Madla ECHS currently has wireless internet access for teachers and students to use throughout the campuses. Students also have access to computer labs located on the respective campuses before and after school to provide access to online instructional resources and sites. NFPS district recently purchased a program (IXL) that has shown to be a high leverage tool to increase student achievement if used consistently. In order for students to see continuous improvement there is a need to increase access at home. The technology lending program infrastructure will consist of 200 chromebooks, 200 hotspots provided by mobile service provider, and 5 charging stations. Technical support will be provided by Alamo Technologies. Alamo Technologies is the district contracted company that provides IT support as well as interns on campus to meet the needs of students and teachers.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015805

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(is), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students and parents will complete a training on usage at home to include troubleshooting instructions, and directions for the hotspot. Training will also be provided that reviews digital citizenship, the lending policy, appropriate usage of technology and consequences for violating usage and policy. Students and parents will follow policy and procedures as outlined in the lending program. Families and students will need to sign an agreement prior to participating in the program. Chromebooks and hotspots will be checked out and checked in with the Technology specialist. When the items are checked out/in students will complete an inventory log over the materials and state in which they are receiving and returning the materials. Families will not be responsible for repairs to the hardware but are responsible for reporting damages. In the case of competing need priority will be given to economically disadvantaged students (85.4% of district) with limited or no access to the internet. As part of the lending program families will be able to complete a request that details what form of access their student has outside of school. All technology will be stored and secured in the Technology room.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All hardware (Chromebook, hotspots, and charging stations) will be assigned a barcode, scanned and cataloged on the district database system managed by JR3. The inventory will be cataloged daily by the technology specialist. Families will be responsible for signing an agreement usage that will be scanned and stored in the assigned students' records. NFPS district will provide insurance at no cost to the students or families. Students are only responsible for reporting damages.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: